

**Paperwork Reduction Act Submission Supporting Statement**  
**Annual Mandatory Collection of Elementary and Secondary Education**  
**Data through EDFacts**

**Revised February 3, 2010**  
**(Revisions to pages B1-6)**

# **Attachment B-1**

# **EDFacts Data Set For School Year 2009-10**

## **EDFacts Data Set for School Year 2009-10**

### **Introduction**

This clearance submission is for changes to *EDFacts* related to the collection of data for the SY 2009–10 Civil Rights Data Collection (CRDC).

*EDFacts* is a comprehensive collection that includes data submitted by State Education Agencies (SEA) through the EDEN Submission System (ESS) and data submitted by local education agencies (LEAs) through the CRDC. For reference purposes, this attachment includes the entire collection. Below is a summary of this attachment. The table indicates which portions are reference and which portions are pending clearance for the changes to the CRDC.

<b>Attachment</b>	<b>Contents</b>	<b>Status</b>
Attachment B-1	Plans for CRDC	Pending clearance
	Summary of <i>EDFacts</i>	Reference
	Standard Definitions	Reference
	Directory Records	Reference
	Metadata	Reference
	State Submission Plans	Reference
	GEPA Section 424	Reference
	Common Acronyms	Reference
Attachment B-2	Data Groups Collected from SEAs	Reference
Attachment B-3	Data Categories	Reference
Attachment B-4	Data Groups Collected as Part of CRDC	Pending clearance
Attachment B-5	Data Categories Used Exclusively in the CRDC	Pending clearance

It is important that data providers and data users alike understand some critical rules of the *EDFacts* data set.

First, *EDFacts* does not collect individual student or staff-level information. All information provided to *EDFacts* is aggregated – often by categories such as grade level. Although some of the data files may contain small numbers, none of the information is linked to specific students or staff members. In submitting data to *EDFacts*, states and other data suppliers cannot suppress the data in small data cells except as specifically authorized by federal statute.

Second, *EDFacts* data groups are defined to request data at the school, LEA, and/or state levels. All three of these levels are necessary to collect comprehensive data. For instance, some students receive services outside of the regular school setting and would be included in the LEA data but not in the data for any school within that LEA.

## **Civil Rights Data Collection (CRDC) – Pending Clearance**

The Department has collected civil rights data biennially directly from LEAs since 1968; each included LEA submits a summary survey about the LEA as well as a survey about each school in the LEA. Generally, the collection has included a sample of about 6,000 LEAs; however, the 1976 collection included all LEAs and a sample of schools; and the 2000 collection included all LEAs and all schools. The previous two CRDCs, the 2004 CRDC and the 2006 CRDC, were conducted primarily online via the EDEN Survey Tool as part of the EDFacts family of data. Flat file submissions and paper surveys were allowed; one state provided all the data on behalf of its LEAs and another state provided some data on behalf of its LEAs. All data from these alternate methods were merged with data collected via the EDEN Survey Tool and the entire dataset was transferred into EDFacts.

The 2008 CRDC was scheduled for early 2009 and would have collected the data groups shown in Appendix B-4 of the November 2007 final clearance of I.C. 1875-0240. For reasons related to the delay in approval of the fiscal year (FY) 2009 budget, the Department did not conduct the 2008 CRDC. Instead, the Department is submitting this request to amend I.C. 1875-0240 for approval to conduct a school year (SY) 2009-10 CRDC in lieu of the 2008 CRDC.

The Department proposes that the SY 2009-10 CRDC:

- Continue electronic collection as part of the EDFacts family of data.
- Collect data exclusively on SY 2009-10. Past CRDC surveys have collected fall enrollment and placement data on the current school year and cumulative results data on the previous year.
- Collect data in two phases. Fall enrollment and placement data from SY 2009-10 will be collected in the spring of 2010. Cumulative results data for SY 2009-10 will be collected in the fall of 2010.
- Allow LEAs that collect SY 2009-10 racial ethnic data in accordance with the Department's *October 2007 Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data* to report data based on the seven categories. LEAs that have not transitioned to collecting data under the Department's 2007 guidance will report SY 2009-10 CRDC data under the five race/ethnicity categories.
- Collect data from a sample of approximately 7,000 LEAs and all schools in those LEAs. The sample will include all LEAs with enrollment of 3,000 or more, about 300 other LEAs specified by the Department's Office for Civil Rights (OCR), and about 3,000 LEAs statistically selected by random stratified sampling. This sample size and composition will ensure that OCR has data on a widely representative group of LEAs and adequate coverage for statistically reliable national and state projections.

- Utilize data submitted by states through the EDEN Submission System (ESS) where feasible to replace data previously collected directly from LEAs by CRDC. This will reduce burden on LEAs without any additional burden on states.
- Utilize data submitted by states through ESS for selected additional data groups to supplement the CRDC dataset with no additional burden.
- Drop the collection of some of the more burdensome data, such as elementary and middle school promotion testing, graduation testing, and graduation re-testing.
- Add selected data groups to provide data in areas of focus under new education programs, initiatives, and identified risk areas.

To reduce burden, the Department plans to develop and use a more interactive, user-friendly tool that takes into consideration features that prior CRDC respondents have suggested. For example, if a user indicates the school serves only elementary students, then questions about high schools will not be presented. To facilitate this approach guiding questions may precede data group tables. For example, the user will be asked if the school provided Advanced Placement (AP) courses. If the user answers No, then the series of tables about AP will be skipped; if the answer is Yes, then the tables about AP will be presented. Flat file submissions will again be allowed and paper submissions will be allowed for LEAs with no Internet connectivity or limited Web access.<sup>1</sup>

The Department plans to conduct a similar SY 2010-11 CRDC and thereafter may continue with an annual schedule. However, plans beyond the SY 2009-10 CRDC are not covered in this information clearance request.

## **Data Groups That Are Part of the CRDC**

Data groups that will be considered part of the CRDC fall into the following sets.

- Set A: Data groups submitted by states through ESS and also collected from LEAs through the CRDC to ensure internal consistency of the CRDC. These data groups were approved in the November 2007 Notice of Approval (NOA) for I.C. 1875-0240.
- Set B: Data groups approved in the November 2007 NOA for I.C. 1875-0240 for collection from LEAs through the CRDC.
- Set C: Data groups added in this amendment to I.C. 1875-0240; these will be collected from LEAs through the CRDC.
- Set D: Data groups submitted by states through ESS and merged into the CRDC dataset to provide more complete and robust data for civil rights purposes, with no additional burden on states or LEAs.

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<sup>1</sup> Only ½% of respondents to the 2006 CRDC chose to submit by paper. LEA respondents overwhelmingly considered online submission to be less burdensome. ED encourages users to submit electronically and provides technical assistance to support electronic submission.

**Set A Data Groups**—Collected by ESS and CRDC, Previously Approved

<b>Data Group (DG) Name</b>	<b>Level</b>	<b>DG ID</b>	<b>Section</b>	<b>Page Number</b>
Grades Offered	School	18	Directory	B1-21
School Total	LEA	454	Education Unit	B1-22
School Type	School	21	Directory	B1-20
Magnet Status	School	24	Education Unit	B2-5
Charter Status	School	27	Directory	B1-22
Membership Table	School, LEA	39	Student	B2-6
Children with Disabilities (IDEA) School Age Table— Racial ethnic data by sex and LEP by sex	School	74	Student	B2-84
LEP Program Table	School	123	Student	B2-15

**Set B Data Groups**—Collected by CRDC Only, Previously Approved

<b>Data Group (DG) Name</b>	<b>Level</b>	<b>DG ID</b>	<b>Page Number</b>
AP Course Participation Table	School	359	B4-5
AP Course Self-Selection	School	660	B4-6
AP Different Courses Provided	School	352	B4-7
AP Enrollment Table	School	626	B4-8
AP Testing Results Table	School	659	B4-9
AP Testing Scope Table	School	658	B4-10
Ability Grouping Status	School	29	B4-2
Alternative School Focus	School	28	B4-4
Children Awaiting Initial Evaluation for IDEA	LEA	478	B4-11
Children Receiving Services Solely under Section 504 Table	School*	99	B4-12
Discipline of Students with Disabilities (IDEA and Section 504) Table	School	194	B4-14
Discipline of Students without Disabilities Table	School	174	B4-15
GED Credentials Table	LEA	627	B4-16
GED Preparation Program Participation Table	LEA	639	B4-17
Gifted/Talented Program Participation Table	School	46	B4-18
Interscholastic Athletics Sports Table	School	561	B4-24
Interscholastic Athletics Team Participants Table	School	444	B4-25
Interscholastic Athletics Teams Table	School	433	B4-26
Limited English Proficient Students Table**	School**	116	B4-27
Prekindergarten Enrollment Table***	School	641	B4-33
Single-Sex Academic Classes Table	School	642	B4-41
Teacher (FTE) Credentials Table	School	400	B4-43

\*The new request includes changing the collection of Children Receiving Services Solely under Section 504 Table from LEA level to school level.

\*\*The change from LEP Enrolled Table (DG 678) as appeared in the 2007 clearance package to Limited English Proficient Students Table (DG 116) is a technical correction. DG 678 is a cumulative count whereas DG 116 is a fall enrollment count; CRDC uses the fall enrollment count. This new request includes changing DG 116 from collection by ESS and CRDC to collection by CRDC only and from collection at all levels to collection only at the school level. ESS will continue to collect DG 678 (the cumulative count).

\*\*\*The removal of Children with Disabilities (IDEA) Early Childhood Table (DG 613) from the CRDC, which was listed in the 2007 clearance package as collected by both ESS and CRDC, is a technical correction. The content of DG 613 is covered by DG 641, which was also cleared in the 2007 approval. ESS will continue to collect DG 613.

**Set C Data Groups**—Collected by CRDC Only, New Request

Revision – Two new data groups highlighted below in yellow are added.

Data Group (DG) Name	Level	DG ID	Page Number
Algebra Course Results Table	School	710	B4-3
Desegregation Order or Plan	LEA	729	B4-13
FTE Used For Teacher Salaries	School	726	B4-45
Harassment or Bullying—Reported Allegations Table	School	716	B4-19
Harassment or Bullying—Policy Table	LEA	717	B4-20
Harassment or Bullying—Students Disciplined Table	School	718	B4-21
Harassment or Bullying—Students Reported to Have Been Subjected Table	School	719	B4-22
International Baccalaureate Program Participation Table	School	720	B4-23
Mathematics and Science Classes Table	School	711	B4-28
Mathematics and Science Course Enrollment Table	School	712	B4-29
Prekindergarten and Kindergarten Daily Length Table	LEA	721	B4-30
Prekindergarten Eligible Ages (Non-IDEA) Table	LEA	722	B4-31
Prekindergarten Eligible Students Table	LEA	723	B4-32
Restraint or Seclusion IDEA Students Subjected Table	School	714	B4-34
Restraint or Seclusion Instances Table	School	713	B4-35
Restraint or Seclusion Non-IDEA Students Subjected Table	School	715	B4-36
Retention Table	School	724	B4-37
SAT or ACT Test Participation Table	School	725	B4-38
School Counselors (FTE)	School	726	B4-39
School Finance Data Table	School	727	B4-40
Teacher Absenteeism	School	730	B4-41
Teacher Salaries	School	727	B4-45
Teacher Years of Experience Table	School	728	B4-44

**Set D Data Groups**—Collected through ESS Only, Previously Approved, Merged into CRDC Dataset after Collection by Survey Tool is Complete, with no additional burden on states or LEAs

Data Group (DG) Name	Level	DG ID	Page Number
Graduates/Completers Table*	School	306	B2-4
Children with Disabilities (IDEA) School Age Table—Disability Category and Educational Environment*	School	74	B2-84
Title I Status	School	22	B2-59

\*This was previously collected by both ESS and CRDC.

Additionally, OCR plans to utilize the information in other ESS data groups. These may include Dropouts Table (DG 326), CTE Concentrators Academic Attainment Table (DG 681), Computer Table (DG 525), Teacher Quality in Elementary Classes Table (DG 381), Teacher Quality in Core Secondary Classes Table (DG 383), Student Performance in Reading (Language Arts) Table (DG 584), Student Performance in Mathematics Table (DG 583), and Student Performance in Science (DG 585)

## Data Groups No Longer Collected by the CRDC

Tables 1 and 2 below indicate the information that CRDC previously collected, but will not collect from LEAs under this new request.

**Table 1**—Data groups approved in 2007, removed from I.C. 1875-0240 under this new request.

Data Group (DG) Name	Level	DG ID
Children Evaluated for Special Education But Not Receiving Services	LEA	567
Children without Disabilities Cessation Table	School	666
Graduation Test Passing Table	School	661
Graduation Testing Table	School	298
Membership (CRDC)	LEA	643
Promotion Testing Table	School	288

**Table 2**—Data group previously collected by both ESS and CRDC, now to be collected only by ESS.

Data Group (DG) Name	Level	DG ID	Page Number
Graduates/Completers Table	School	306	B2-4

**Table 3**—Categories and levels previously collected by both ESS and CRDC, now to be collected only by ESS.

Data Group Name	Level	Data Group (DG)	Page Number
Disability Category and Educational Environment in the data group: Children with Disabilities (IDEA) School Age Table	School	74	B2-84
LEA-level totals in the data group: Children with Disabilities (IDEA) School Age Table	LEA	74	B2-84

## Data Categories Used in the CRDC

The following is a list of all of the data categories that will be used in the SY 2009–10 CRDC.

Data Category Name	Steward	Page Number
Academic Subject (AP)	OCR	B5-2
Academic Subject (Mathematics and Science Classes)	OCR	B5-2
Academic Subject (Mathematics and Science Course Enrollment)	OCR	B5-3
Academic Subject (Single-Sex Classes)	OCR	B5-3
Action	OCR	B5-4
Age (Prekindergarten)	OCR	B5-4
AP Testing Scope	OCR	B5-4
Civil Rights Law	OCR	B5-5
Daily Length	OCR	B5-5

<b>Data Category Name</b>	<b>Steward</b>	<b>Page Number</b>
Disability Status (CRDC)	OCR	B5-5
Disability Status (Only)	OSERS/OSEP	B3-45
Discipline Method (CRDC)	OCR	B5-6
Grade Level (K-12)	OCR	B5-7
Grade Level (PK/K)	OCR	B5-7
Grade Span (Secondary)	OCR	B5-8
LEP Status (Only)	OELA	B3-22
Racial Ethnic	EDEN	B3-13
School Expenditures	OCR	B5-9
Sex (Membership)	EDEN	B3-14
Solely Section 504 Status (Only)	OCR	B5-9
Student Group	OCR	B5-10
Teaching Credential	OCR	B5-10
Teaching Experience	OCR	B5-10
Testing Status (AP)	OCR	B5-11



## **Summary of EDFacts**

The information provided below is designed to aid reviewers as they examine the proposed CRDC data groups for school year 2009-10. Throughout EDFacts the following terms are used to describe various aspects of the data collection:

### *Data Set*

An EDFacts Data Set is all the data approved by OMB to be collected for a specific school year. This OMB clearance package describes the EDFacts data set for the 2009-10 school year

### *Data Group*

An EDFacts Data Group is a specific aggregation (i.e., group) of related data that are stored in EDFacts to satisfy the specific information need of one or more ED program offices. Thus, an EDFacts Data Group does not represent a single data entry but rather a set of related data entries. Each EDFacts Data Group is intended to be discrete, concise, universally understood, and non-redundant. For example, one EDFacts Data Group is address location. Address location includes several data elements, including street address, city name, and state code.

### *Data Category*

A data category (category) characterizes a count, dollar value, rate, or response in an EDFacts Data Group. A data category is a grouping that an SEA uses to aggregate data before the SEA sends the data to ED. For example, grade level is a data category.

### *Permitted Values or Format*

The acceptable values for the data category or data group (e.g., yes or no) or a format (e.g., integer or short text).

### *File Specification Number*

The EDFacts data groups are organized into files that states submit to ED. Each file may include one or more data groups. The file specification number uniquely identifies the document that outlines the record layout and data elements in the record layouts for a file.

### *Definitions and Comments*

All EDFacts data groups include a definition and a comment field. The comment field for each data group provides guidance outside of the basic definition. For instance, in the Graduates/Completers table (Data Group 306), the comment field indicates that states should report only for LEAs and schools with graduate levels.

### *Data Category Sets*

A data category set (category set) is a combination of data categories and equates somewhat to crosstabs (e.g., race/ethnicity by grade level). In reviewing the required data categories for each data group, reviewers should keep in mind the data collection and reporting differences between multiple data categories in a single category set versus those same data categories across multiple category sets. This is illustrated best using two existing data groups that collect contrasting levels of detail as examples.

**Example #1:** The Data Group 39 (Student Membership Table) has a single category set – Grade Level (Membership), Race/Ethnicity, Sex. For this data group, SEAs must report information on Grade 1, White, Female; Grade 1, White, Male; Grade 2, White, Female; Grade 2, White, Male. The resulting data files provide a significant level of detail regarding student membership at the school, LEA, and state levels.

**Example #2:** The Data Group 563 (Graduation Rate Tables) collects data using seven separate category sets. SEAs report information on students by race/ethnicity separately from the data reported by sex. While the resulting data file will allow a comparison of graduation rates between white and Hispanic students as well as male and female students, the data file will NOT allow a comparison between white males and Hispanic females.

### *Subtotals and Grand Totals*

Many of the data groups also include an indication that additional total information is required. Subtotals and Grand Totals are requested for data quality.

### *ED Program Office Data Steward*

Each data group is assigned an ED program office to serve as the data steward. For the most part, these are assigned based on subject area. In attachment B-2, data groups are organized by program office steward. Data groups related to the CRDC are listed in attachment B-3.

### *Reporting Levels*

Each data group page is collected at one or more education levels (school, LEA or State).

### *Acronyms and Citations*

Data group and data category definitions and comments may include acronyms. To save space and improve technical readability, these acronyms are defined at the end of this section only. They are not defined within each data group or data category description. Definitions and comments may also include citations of federal statute. Because this is a technical instruction rather than a formal written document, these citations are not italicized and the names of the acts are abbreviated.

## ***Standard Definitions***

The Department uses the following standard definitions in the EDFacts data groups.

**Career and Technical Education (CTE) Concentrator** – A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

**Children with Disabilities (IDEA) (also referred to as Students with Disabilities (IDEA)** – Children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the *Individuals with Disabilities Education Act (IDEA)* according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan.<sup>2</sup>

**Limited English Proficient Students (also referred to as English Language Learners)** – In coordination with the state's definition based on Title 9 of *ESEA*, students:

- (A) who are ages 3 through 21;
- (B) Who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (*Who are i, ii, or iii*)
  - (i) who were not born in the United States or whose native languages are languages other than English;
  - (ii) (*Who are I and II*)
    - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
  - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who are denied i or ii or iii*)<sup>3</sup>
  - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

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<sup>2</sup> Statutory reference – Section 602(3) of *IDEA*.

<sup>3</sup> Must be determined by a valid assessment.

Note - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.<sup>4</sup>

**Eligible Migrant Children**<sup>5</sup> (also referred to as Eligible Migrant Students) – Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Participating Migrant Children** (also referred to as Participating Migrant Students) – Children who participate in Migrant Education Programs (MEP) under Title I, Part C, including those served under continuation of services authority.

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<sup>4</sup> Statutory reference – Section 9101(25) of ESEA.

<sup>5</sup> Statutory reference – 34 CFR 200.81.

## Directory Records

EDFacts maintains a 3-tier directory of education units in each of the 50 states, the District of Columbia, Puerto Rico, the outlying areas (e.g., American Samoa, Guam, Northern Marianas, and the Virgin Islands), Department of Defense Schools (DoD) and Bureau of Indian Education. The three tiers are the SEAs, the LEAs, and the schools. For each education unit, a Directory Record is maintained that includes unique identifiers (e.g., name, identification numbers, location), contact information (e.g., addresses, phone numbers, Web sites), and descriptive information (e.g., type, operational status).<sup>6</sup>

The state and CCD identification numbers are used to link the education units to each other in the hierarchy. For example, the record for a school includes the state and CCD identification numbers of the LEA that the school belongs to.

### *Directory Data Obtained from Sources Other Than SEAs*

Data in the Directory is generally obtained from SEAs. However, ED may obtain Locale (DG 17), Congressional District Number (DG13), FIPS County Code (DG12), County Name (DG572), Geographic Location (DG14), DUNS Number (DG6), and Title 1 District Status (DG 582) from other federal sources instead of SEAs.

### *Definitions of SEA, LEA, and School*

The following are definitions of state education agency (SEA), local education agency (LEA), and school.

**SEA.** An SEA is the agency of the state charged with primary responsibility for coordinating and supervising public elementary and secondary instruction, including the setting of standards for instructional programs. The SEA is the state agency that administers federal grant programs under the *ESEA*.

**LEA.** An LEA or Education Agency is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries.

**School.** A school (for the purpose of this data collection) is an institution that provides educational services and

- has one or more grade groups (PK through 12) or is ungraded,
- has one or more teachers,

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<sup>6</sup>In some states, there are schools outside of the traditional three-tier system such as state schools, youth facilities, and correctional institutions. States have been able to accommodate this additional tier by creating a virtual LEA that includes all of these additional schools. States should contact the EDFacts team to determine if this solution is appropriate. All uses of these virtual LEAs should be documented within the meta data.

- is located in one or more buildings,
- has assigned administrator(s),
- receives public funds as its primary support, and
- is operated by an education agency.

Note - For purposes of this definition, "public funds" includes federal, state, and local public funds. "Located in a building" does not preclude virtual schools since the administrators and teachers are located in a building somewhere. "An education agency" is not limited to the state or local education agency, but can include other agencies (e.g., corrections or health and human services) charged with providing public education services.

**Summary of Directory Data Groups by Tier**

The following table displays which Directory Data Groups are collected for each tier in the hierarchy of education units in the states. Following this summary, there is a detailed description of each of these data groups.

By Tier	SEA		LEA		School	
	DG	Name	DG	Name	DG	Name
Unique Identifiers	559	FIPS State Code	559	FIPS State Code	559	FIPS State Code
	7	Education Entity Name	7	Education Entity Name	7	Education Entity Name
	6	DUNS Number*	6	DUNS Number*		
	570	State Agency Number				
			551	Supervisory Union Identifier		
			4	LEA Identifier (State)	4	LEA Identifier (State)
			1	LEA Identifier (NCES)	1	LEA Identifier (NCES)
Contact Information					529	School Identifier (NCES)
	9	Address Location	9	Address Location	9	Address Location
	8	Address Mailing	8	Address Mailing	8	Address Mailing
	10	Telephone - Education Entity	10	Telephone - Education Entity	10	Telephone - Education Entity
	11	Web Site Address	11	Web Site Address	11	Web Site Address
Descriptive Information	458	Chief State School Officer Contact Information				
			12	FIPS County Code	12	FIPS County Code
			572	County Name*	572	County Name*
			16	LEA Operational Status	531	School Operational Status
		453	Education Agency Type	21	School Type	

By Tier	SEA		LEA		School	
	DG	Name	DG	Name	DG	Name
			17	Locale*	17	Locale*
			18	Grades Offered	18	Grades Offered
			14	Geographic Location*	14	Geographic Location*
			13	Congressional District Number*	13	Congressional District Number*
			27	Charter Status	27	Charter Status
			582	Title 1 District Status*		
	460	District Totals	460	District Totals		
	454	School Totals	454	School Totals		
	571	Effective Date	571	Effective Date	571	Effective Date
			669	Out of State Indicator	669	Out of State Indicator

\* ED plans to obtain these data groups from sources other than the SEA.

### ***Detailed Description of Directory Data Groups***

Below are detailed descriptions of Directory Data Groups. For each data group, there is a header box showing the name of the data group, the data group number, the data provider (SEA vs. another source), and the levels for which the data group is collected. That box is followed by the definition and, as appropriate, the code set or permitted values.

Name	Number	Source	Level(s)
<b>FIPS State Code</b>	<b>559</b>	<b>SEA</b>	<b>State, LEA, School</b>

**Definition:** The two-digit Federal Information Processing Standards (FIPS) code for the state, District of Columbia, and the possessions and freely associated areas of the United States (e.g., American Samoa).

Name	Number	Source	Level(s)
<b>Education Entity Name</b>	<b>7</b>	<b>SEA</b>	<b>State, LEA, School</b>

**Definition:** The full legally accepted name of the school, LEA, SEA, or other entity reporting education data.

Name	Number	Source	Level(s)
<b>DUNS Number</b>	<b>6</b>	<b>Outside SEA</b>	<b>State, LEA</b>

**Definition:** DUNS (Data Universal Numbering System) is the unique nine-digit identification number assigned to a business entity by Dunn and Bradstreet.

Name	Number	Source	Level(s)
State Agency Number	570	SEA	State

**Definition:** A number used to uniquely identify state agencies. SEAs are 01.

Name	Number	Source	Level(s)
Supervisory Union Identification Number	551	SEA	LEA

**Definition:** The three-digit unique identifier assigned to the supervisory union by the state.

Name	Number	Source	Level(s)
LEA Identifier (State)	4	SEA	LEA, School

**Definition:** The identifier assigned to an LEA by the SEA. Also known as State LEA ID.

Name	Number	Source	Level(s)
School Identifier (State)	5	SEA	School

**Definition:** The identifier assigned to a school by the SEA. Also known as State School Identification Number.

Name	Number	Source	Level(s)
LEA Identifier (NCES)	1	SEA	LEA, School

**Definition:** The seven-digit unique identifier assigned to the LEA by the NCES and the U.S. Census Bureau. It is also known as NCES Education Agency ID.

**Format:** The LEA identification number is made up of a two-digit state code followed by a five-digit LEA code.

Name	Number	Source	Level(s)
School Identifier (NCES)	529	SEA	School



**Definition:** The 12-digit unique identifier assigned to the school by the NCES and the U.S. Census Bureau. Also known as NCES School ID.

**Format:** The school identification number is made up of a two-digit state code followed by a five-digit LEA code, followed by a five-digit school code.

Name	Number	Source	Level(s)
Address Location	9	SEA	SEA, LEA, School

**Definition:** The set of elements that describes the physical location of the education entity, including the street address, city, state, ZIP Code and ZIP Code + 4.

Name	Number	Source	Level(s)
Address Mailing	8	SEA	SEA, LEA, School

**Definition:** The set of elements that describes the mailing address of the education entity, including the mailing address, city, state, ZIP Code and ZIP Code + 4.

Name	Number	Source	Level(s)
Telephone – Education Entity	10	SEA	SEA, LEA, School

**Definition:** The 10-digit telephone number, including the area code, for the education entity.

Name	Number	Source	Level(s)
Web Site Address	11	SEA	SEA, LEA, School

**Definition:** The Uniform Resource Locator (URL) for the unique address of a Web Page of an education entity.

Name	Number	Source	Level(s)
Chief State School Officer Contact Information	458	SEA	SEA

**Definition:** The contact information of the chief state school officer, including first and last name, official title, phone number and email address.

Name	Number	Source	Level(s)
FIPS County Code	12		LEA, School

**Definition:** The Federal Information Processing Standards (FIPS) county code of the county, parish, borough, or comparable unit (within a state) in which an address is located.

Name	Number	Source	Level(s)
County Name	572	Outside SEA	LEA, School

**Definition:** The name of a county, parish, borough, or comparable unit (within a state) in which an education unit is located.

Name	Number	Source	Level(s)
LEA Operational Status	16	SEA	LEA

**Definition:** The classification of the operational condition of a district.

**Code Set:**

- 1 – Open  
No significant boundary change for this agency since the last report
- 2 – Closed  
Agency closed with no effect on another agency's boundaries
- 3 – New  
New agency formed with no effect on another agency's boundaries
- 4 – Added  
Agency is being added to the report for the first time, but has been in existence
- 5 – Changed  
Agency has undergone a significant change in geographical boundaries
- 6 – Inactive  
Agency is temporarily closed and may reopen within 3 years
- 7 – Future  
Agency is scheduled to be operational within 2 years
- 8 – Reopened  
Agency was reported as closed in the previous year but has since reopened.

Name	Number	Source	Level(s)
School Operational Status	531	SEA	School

**Definition:** The classification of the operational condition of a school.

**Code Set:**

- 1 – Open  
No significant boundary change for this school since the last report
- 2 – Closed

- School closed with no effect on another school's boundaries
- 3 – New  
New school formed with no effect on another school 's boundaries
- 4 – Added  
School is being added to the report for the first time, but has been in existence
- 5 – Changed  
School has undergone a significant change in geographical boundaries
- 6 – Inactive  
School is temporarily closed and may reopen within 3 years
- 7 – Future  
School is scheduled to be operational within 2 years
- 8 – Reopened  
School was reported as closed in the previous year but has since reopened

Name	Number	Source	Level(s)
Education Agency Type	453	SEA	LEA

**Definition:** The classification of the education agency within the geographic boundaries of a state according to the level of administrative and operational control granted by the state.

**Code Set:**

- 1 - Regular local school district that is NOT a component of a supervisory union  
Includes both independent school districts and those that are a dependent segment of a local government, such as a city or county. Agencies that do not operate schools (non-ops) but have primary responsibility to provide free public elementary and/or secondary education to school-age children within their jurisdictions should be included.
- 2 - Local school district that is a component of a supervisory union  
A superintendent and administrative services are shared with other local school districts. Each agency given this code should have an entry in the Supervisory Union Identification Number data field corresponding to the appropriate type 2 or type 3 agency. Non-ops in supervisory unions should be included in this category.
- 3 - Supervisory union administrative center, (or county superintendent's office serving the same purpose)  
Each agency given this code should have an entry in the Supervisory Union Identification Number data field. Student and staff data reported elsewhere should NOT be duplicated in records carrying this code.
- 4 - Regional education service agency  
Agencies created for the purposes of providing specialized educational services to other education agencies. Student and staff data reported elsewhere should NOT be duplicated in records carrying this code.
- 5 - State agency providing elementary and/or secondary level instruction to school-age children in a specified population, e.g., agency responsible for state schools for the blind or deaf students, correctional facilities, and state hospitals.

- 6 - Federal agency providing elementary- and/or secondary-level instruction to school-age children in a specified population. EXCLUDE Bureau of Indian Education (BIE) and Department of Defense (DOD) agencies.
- 7– Independent charter district  
Agencies that administer charter schools that are not under the administrative control of local school districts (i.e., types 1, 2, or 3).
- 8 – Other education agencies  
Agencies that do not fit into any of types 1 through 7. This may include, but is not limited to, agencies responsible for university lab schools, Edison Schools, or other nongovernmental agencies that administer public schools.

Name	Number	Source	Level(s)
School Type	21	SEA	School

**Definition:** The type of education institution as classified by its primary focus. School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students.

**Code Set:**

- 1 - Regular School  
A public elementary/secondary school that does NOT focus primarily on vocational, special, or alternative education, although it may provide these programs in addition to a regular curriculum.
- 2 - Special Education School  
A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.
- 3 - Vocational Education School  
A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations.
- 4 - Alternative Education School  
A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.
- 5 - Reportable Program  
Program that does not meet the definition of a school but that enrolls public school students or otherwise provides education services on a regular basis. (This may include magnet programs operated within public schools when these programs must be reported separate from the schools and postsecondary institutions that are the school of record for students in any grade PK-13 or ungraded classes. Exclude postsecondary institutions that offer programs for students enrolled in elementary or secondary schools, for example, community colleges that provide a limited number of dual enrollment courses for students enrolled in a public high school.)

Name	Number	Source	Level(s)
<b>Locale</b>	<b>17</b>	<b>Outside SEA</b>	<b>LEA, School</b>

**Definition:** The designation of a school's or district's degree of urbanization based on its geographic location and population attributes such as density. May also be known as urbanicity.

**Permitted Values:**

- City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
- City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.
- Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
- Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.
- Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
- Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
- Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
- Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Name	Number	Source	Level(s)
<b>Grades Offered</b>	<b>18</b>	<b>SEA</b>	<b>LEA, School</b>

**Definition:** The grade level(s) offered by the school or district.

**Code Set:** Ungraded, Prekindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Grade 13/Postgraduate, Adult Education, and No Grades.

Name	Number	Source	Level(s)
<b>Geographic Location</b>	<b>14</b>	<b>Outside SEA</b>	<b>LEA, School</b>

**Definition:** The latitude and longitude where the education entity is physically located.

Name	Number	Source	Level(s)
<b>Congressional District Number</b>	<b>13</b>	<b>Outside SEA</b>	<b>LEA, School</b>

**Definition:** The legally accepted number of an area established by law for the election of representatives to the United States Congress where the school or district is located..

Name	Number	Source	Level(s)
<b>Charter Status</b>	<b>27</b>	<b>SEA</b>	<b>LEA, School</b>

**Definition:** An indication of whether the school or LEA provides free public elementary and/or secondary education to eligible students under a specific charter granted by a recognized public chartering agency.

**Permitted Values:** Yes, No, NA

Name	Number	Source	Level(s)
<b>Title I District Status</b>	<b>582</b>	<b>Outside SEA</b>	<b>LEA</b>

**Definition:** An indication that a district is designated under state and federal regulations as receiving Title I funds.

**Permitted Values:** Yes, No, NA

Name	Number	Source	Level(s)
<b>District Totals</b>	<b>460</b>	<b>SEA</b>	<b>SEA</b>

**Definition:** The number of districts in the state.

Name	Number	Source	Level(s)
<b>School Totals</b>	<b>454</b>	<b>SEA</b>	<b>SEA, LEA</b>

**Definition:** The number of schools in the LEA or state.

Name	Number	Source	Level(s)
Effective Date	571	SEA	SEA, LEA, School

**Definition:** The date a change in a Directory data element takes place.

Name	Number	Source	Level(s)
Out of State Indicator	669	SEA	LEA, School

**Definition:** An indication that the mailing or location address of the LEA or school is outside of the state.

**Permitted Values:** Yes, No.

## Metadata

Metadata are data collected to explain other data. ED plans to collect metadata in such a way that states need only to update them when they change. Below are examples of the types of metadata that are collected to explain the data.

**State Definitions.** Some of the definitions of EDFacts Data Groups include references to state definitions. To understand the data, EDFacts collects the state definitions.

**General SEA Information.** There are a number of basic components of SEAs that differ from one state to the next, for example:

- School year/start of school year – SEAs are asked what 12-month period of time defines a school year. The school year is often but not always October 1 through September 30.
- Charter School Legislation – SEAs are asked when the state approved Charter School legislation. ED will pre-populate based on information already collected.
- Special Education Count Date – SEAs are asked what specific date the child count required by *IDEA* was conducted.
- Directory – SEAs are asked to update a general description of the education units in the state that was developed during previous state site visits.

**Assessment.** Each state has in place a state assessment system that is unique to that state. In order to properly interpret the data submitted on this subject, users of the data need information beyond the counts of students by performance level, including

- Performance levels – SEAs are asked how each performance level maps to "proficient" in *NCLB*.
- Instrument – SEAs are asked for a description of the assessment instruments such as academic subjects and grades covered as well as the basic test administrative procedures and processes for handling the results.
- Accommodations – SEAs are asked what accommodations are available/provided to students and under what circumstances.
- Timing – SEAs are asked when the assessment was conducted, e.g., November or April.

**AYP Reporting.** As is the case with the previous examples, AYP reporting includes components that are state specific and, when known, help to inform interpretation of state data submissions, including

- Full Academic Year – SEAs are asked what period of time a student is at school for inclusion in AYP reporting.
- Targets – SEAs are asked for the target percentage of students proficient under *NCLB* by school year.



**Graduation Rates.** States calculate graduation rates differently. In order to properly interpret the data submitted, users of the data need to know how the graduation rate was calculated, including whether the average freshman graduation rate was used.

**Safety and Discipline.** To interpret data for the firearms incidents, the Department needs to know how each state implemented requirements for expulsion for 1 year and referrals to the justice system because of firearms violations. The Department also needs to know how the state law handles alternative placement, whether it is required or encouraged, and whether it is supported with state funds. Each year, SEAs indicate whether changes occurred and, if changes were made, what those changes were. The Department also needs the state definition of violence (with and without injury), weapons possession, alcohol related, and illicit drug related.

**Migrant Child Count.** The migrant child count is used to allocate funds of the migrant education program, Title I Part C. The Department needs information about the states' calculation and validation procedures, including information systems used, the data collection and management procedures, the methods used to count the children, and the quality control procedures.

**Public School Choice and Supplement Services.** Data are collected on the students who applied for public school choice and supplemental educational services (SES). The definition of applied is needed to interpret the data. Data are also collected on who receives supplemental educational services (SES). The threshold for inclusion as receiving supplemental educational services (SES) is needed to interpret the data.

## **State Submission Plans**

States are responsible for maintaining a submission plan that provides details regarding its plans for reporting data via *EDFacts*. SEAs provide ED their state submission plans via EMAPS. The plans indicate whether an SEA will submit files on time, the estimated of the number of educational units that will be submitted for each file level, and a status flag for SEAs to indicate when they have finished submitting a file at a given submission level and are ready for ED to review it. This information is necessary in order to monitor state progress and determine when SEAs complete their submissions for each data file. SEAs have access to *EDFacts*, which includes reports on the status of their submissions in relation to their plans.

## **GEPA Section 424**

This OMB package includes data collected for the *General Education Provisions Act (GEPA)*, Section 424 for FY 2006 and 2007. *GEPA* 424 mandates reporting on the distribution of federal education funds to school districts and other entities, such as libraries, colleges and universities, state agencies, individual schools, and private recipients.

Because there are multiple channels to distribute federal education funds, the data for the *GEPA* report come from multiple sources. First, ED uses data from its own systems on grants to obtain the information on the federal education funds ED distributes directly to school districts and other entities. Examples of this type of program include the Impact Aid and Magnet Schools programs. Second, ED collects data from SEAs on the federal funds they distribute. Examples of this type of program include the Title I Part A Grants to LEAs. These data are described in the Office of Chief Financial Officer section of Attachment B2 of this package as the Federal Programs Funding Allocation Table (ID 547, N/X035).

## **Common Acronyms**

The following is an alphabetical list of common acronyms used in this document:

- AI – Academic Improvement Program Office
- AITQ – Academic Improvement and Teacher Quality Programs
- AMAO – Annual Measurable Achievement Objectives
- AP – Advanced Placement
- AYP – Adequate Yearly Progress
- CCD – Common Core of Data
- CFDA – Catalog of Federal Domestic Assistance
- CFR – Code of Federal Regulations
- CRDC – Civil Rights Data Collection
- CSPR – Consolidated State Performance Report
- CTE – Career and Technical Education concentrators

- DUNS – Data Universal Numbering System
- EC – Early Childhood
- ED – U.S. Department of Education
- EDEN – Education Data Exchange Network
- ELL – English Language Learner
- EMAPS - EDFacts Metadata and Process System
- ESEA – Elementary and Secondary Education Act
- ESL – English as a Second Language
- FAY – Full Academic Year
- FIPS – Federal Information Processing Standards
- FTE – Full Time Equivalent
- GED – General Educational Development
- GEPA - General Education Provisions Act
- GFSA – Gun-Free Schools Act
- IDEA – Individuals with Disabilities Education Act
- IEP – Individualized Education Program
- IFSP – Individualized Family Service Plan
- LEA – Local Education Agency
- LEP – Limited English Proficient
- MEP – Migrant Education Program
- NCES – National Center for Education Statistics
- NCLB – No Child Left Behind Act
- N or D – Neglected or Delinquent
- OCFO – Office of the Chief Financial Officer
- OCR – Office for Civil Rights
- OELA – Office of English Language Acquisition
- OESE – Office of Elementary and Secondary Education
- OII – Office of Innovation and Improvement
- OME – Office of Migrant Education
- OSDFS – Office of Safe and Drug Free Schools
- OSEP – Office of Special Education Programs
- OSERS – Office of Special Education and Rehabilitative Services
- OVAE – Office of Vocational and Adult Education
- REAP – Rural Education Achievement Program
- RLIS – Rural and Low-Income Schools
- SA – School Age
- SEA – State Education Agency
- SES – Supplemental Educational Services
- SST – School Support and Technology Programs
- SWP – Schoolwide Program
- TAS – Targeted Assistance School
- TESOL – Teachers of English to Speakers of Other Languages
- URL – Uniform Resource Locator